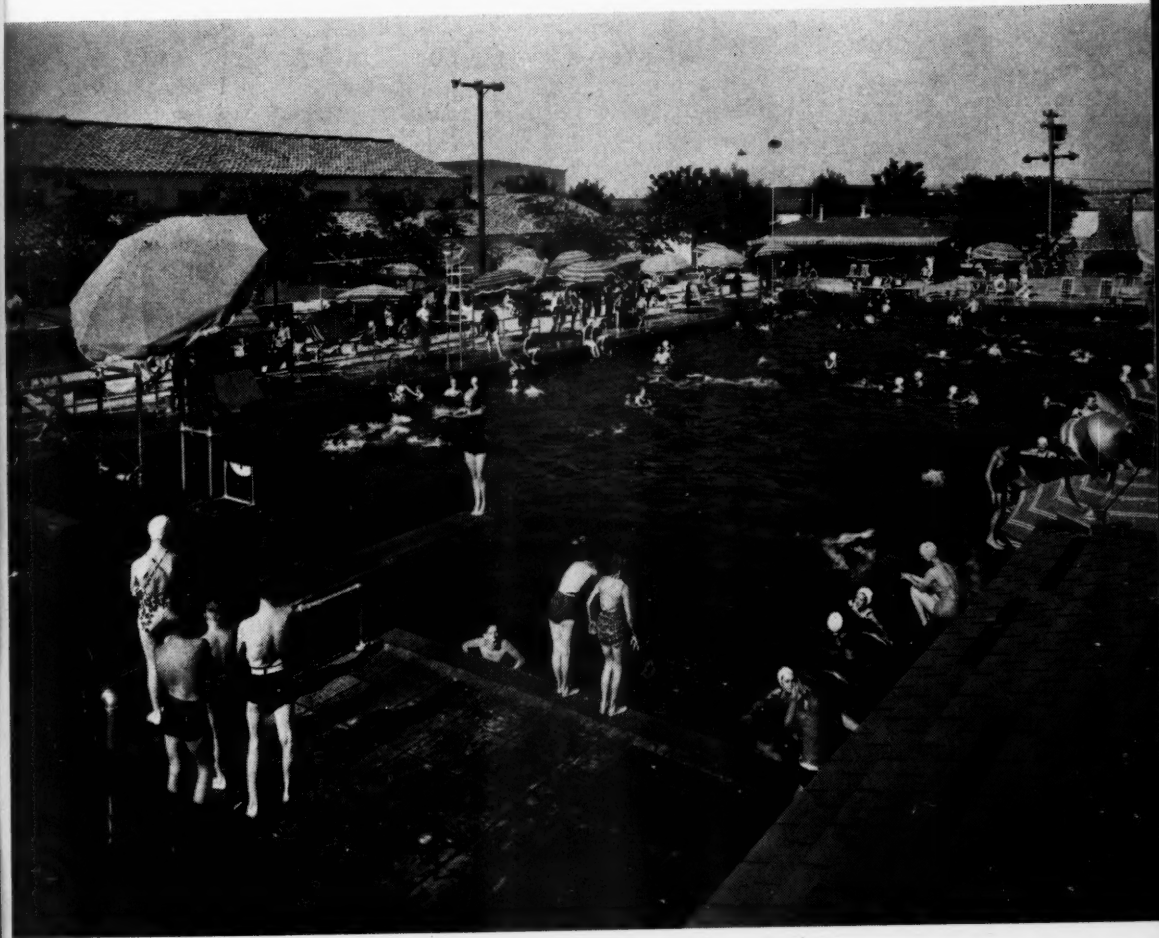


CALIFORNIA SCHOOLS



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COVER

The picture on the cover gives some indication of the scope of the recreational program at the Grant Union High School, North Sacramento. It shows a scene at the swimming pool which covers an area of 120 by 160 feet. The pool was built in 1934.

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Special Junior Placement Provisions in California

AARON E. JONES, *Technical Director of the California Youth Study for the State Department of Education*

The responses to questionnaires sent to officials of secondary schools and junior colleges in California reveal that the majority of them have either no placement services or services that are entirely inadequate to meet the needs of youth enrolled, to say nothing of the needs of youth who have graduated or dropped out of school before graduation. While this is true of the majority of schools, there are many with placement services that are thoroughly organized and functioning effectively. Some of those that seem to be functioning best are in various ways associated with or related to the State Employment Service. It is the purpose of this article to describe some of these services as they have operated or as they are planned to be for the present school year.

PLACEMENT SERVICES IN TRADE SCHOOLS

Trade schools, generally, seem to have less difficulty in discharging responsibilities for placement of pupils, probably for the following reasons: (1) they are located in the larger industrial centers where work is available; (2) students in trade schools receive specific training, usually in fields in which there is a demand for labor; (3) the list of vocations taught is usually the result of an industrial survey or overview of the community; and (4) they maintain an adequate placement and guidance staff.

The Merritt Business School in Oakland and the Frank Wiggins Trade School in Los Angeles are excellent examples of such schools. Out of 7,000 students receiving trade training at the Frank Wiggins Trade School, 1,800 took training that resulted in improvement or advancement in their present positions; 2,000 received trade preparation for the job they wanted; and 2,700 were placed by the school in jobs for which they received training. This means successful economic adjustment, which is the basis for all social satisfaction.¹ The record of the Merritt Business School at Oakland in the placement of its students is equally satisfactory.

¹ *Trade Winds*, published by the Frank Wiggins Trade School, Monday, April 24, 1939, p. 1.

PLACEMENT SERVICE OF LOS ANGELES CITY SCHOOLS

The Los Angeles City Schools, through the Division of Attendance and Employment of Minors, has established an employment service for the youth of Los Angeles. Each high school of the city has a placement division of its own, but each has available the services of a central junior placement office which co-ordinates and gives guidance to the work done by each school. In addition, through an agreement entered into between the Los Angeles City Schools and the California State Employment Service, the central employment service becomes the junior division of the State Service for Los Angeles and the co-ordinating agency for any and all employment placement activity carried on by the several public schools, including the Frank Wiggins Trade School and the junior college. This central office serves any interested youth, including those who have never graduated from high school, never attended a Los Angeles school, who has dropped school, or does not intend to graduate.

Each high school in the city has the following responsibilities related to placement:

1. Co-ordinating the activities of the other members of the faculty who may be doing any placement work whatever.
2. Receiving requests from employers who contact the school for employment candidates.
3. Interviewing and referring students who are to be sent as candidates for employment directly from the school.
4. Supplying the Central Employment Office with information about students who are to be sent there for registration or referral.
5. Keeping records of all students advised, referred or placed, and submitting the placement reports to the Central Office.
6. Referring unfilled employment orders promptly to the Central Office in accordance with the clearance system operated by the California State Employment Service.
7. Informing the students concerning the employment service offered by the school and the Central Placement Office.
8. Acting as representative of the Central Office in distributing employment information to faculty and students.¹

The central office has the following responsibilities:

1. Contacting employers and various industrial and civic groups in interest of junior employment. "Advertising the product of the schools."
2. Obtaining employment orders and job specifications from employers.
3. Discovering through interviews, school reports, and various other facilities, the employment potentialities of junior applicants.
4. Registering and classifying applicants and referring them to verified job openings, or directing them into further training when necessary.
5. Following up placements for the purpose of learning whether they are satisfactory to all concerned, and making adjustments where necessary.
6. Securing and disseminating information relative to employment trends, employers' requirements, etc., for use of various school officials.

¹This information is taken from a statement of the functions of placement service divisions of the Los Angeles City Schools issued by Mr. Claude Owens.

7. Co-ordinating the activities of employment advisers in high schools.
8. Clearing jobs and employment information with other free employment agencies.
9. Referring employment openings to high schools.
10. Co-operating with State Industrial Welfare Commission, State Labor Bureau, and other official agencies in the interest of employees and employers.¹

Five members of the personnel for the Central Employment Office of Los Angeles City Schools are from the State Employment Service and are paid from that source. This arrangement may well be looked into by other California schools, as it offers them a way to upgrade their staffs without additional local expense.

Services to Applicants

Applicants are received by a receptionist who makes out a master card containing basic data such as security number, address, telephone number, and pertinent notations in case the application is transferred out, lost, or misfiled.

Next the applicant is directed to fill out an employment application card. Then a private interview is given. On the basis of this interview the applicant is classified occupationally. His rating as an employment risk is noted in the proper class. Tests, school records, and employment record may all enter into this rating as hereinafter described. If, on the basis of the various measures of determination, the interviewer decides that the person is not ready for employment, he may be referred to the counseling service for guidance and programming to the end he may be made employable.

Counseling and Guidance Service. The vocational counseling service available for applicants for employment consists of a psychologist, a tester, and the necessary clerical staff. The service is equipped or furnished with the accepted standardized tests, scales, and testing devices. The services of a physician are available as needed. The counseling service is an integral part of the placement service.

The interviewer determines what tests are to be used on the basis of what objective information he wants concerning the applicant, and he refers the applicant to the tester for that purpose. When applicants are referred for full vocational counseling, the psychologist-counselor uses such tests as may be indicated by the nature of the problem. The results of preliminary tests, findings relative to vocational interest, and other data may often determine the subsequent battery of tests to be administered or omitted. Applicants are also tested to ascertain their degree of conformity to known standards previously set up on a job analysis basis.

¹ *Ibid.*

Contacting Business and Industry. Contact methods vary with the type or nature of the contact to be made. Prearranged visits with personnel men, information letters, talks to associations in kindred occupational families, follow-up of previous placements, and all ethical sales methods which may be used in any form of selling. Contacts are recorded on a form for that purpose, and supply a continuing occupational survey when kept alive.

Guidance after Placement. Guidance after placement is generally conditioned by the requests of the employees themselves or the results of follow-up activities. If follow-up shows a need, that aid is offered. Naturally, an attempt is made to aid any applicant requesting help. Sometimes groups of employees who have been on the job over a considerable period of time are interviewed to measure the effectiveness of school guidance and placement. This often occasions a reopening of guidance opportunity. The kind of guidance given or requested after placement is generally vocational-educational in nature although social guidance sometimes enters into the picture.

The central placement service in Los Angeles is located in the Metropolitan High School building, but its relationship to that high school is the same as to the other high schools of the city. However, applicants for positions are asked to take some short-unit commercial course and the class in job ethics at the Metropolitan High School whenever they are not properly trained for some type of available work. Similar use is often made of the trade training opportunities at the Frank Wiggins Trade School, which is just across the street from the central placement service.

The central placement office is open every week day until 6:00 p.m., enabling those who cannot make appointments in the daytime to receive interviews in the late afternoons. Necessary appointments are made for later than 6:00 p.m.

The central placement staff consists of the director, eight interviewers, and three clerks, and carries almost 7,000 names on its active files. From January, 1938, to January, 1939, they placed 1,577 youth on temporary jobs, and 2,367 youth on regular full-time jobs. The individual city school placement totaled 7,100 in regular full-time employment. The year 1938 was the poorest year for placements since 1932, while the year 1939 was considerably better.

PLACEMENT SERVICES IN OAKLAND

In Oakland the work of occupational adjustment is given as a direct responsibility to the Oakland vocational schools. This is an organization consisting of five divisions as follows:

1. Merritt Business School—a public day business school for high school graduates and adults.
2. Central Trade School—a public day trade training school for high school graduates and adults.
3. Merritt Evening Business School—a public evening business school offering beginning and advanced business training.
4. Central Trade Evening School—a public evening trade training school offering advanced extension training to trade workers.
5. Occupational Information and Placement Service—charged with responsibility for placement co-ordination, occupational information, follow-up studies, etc., with primary emphasis on helping high school graduating seniors who are not going on to some advanced school.

The Merritt Business School has an enviable record of placement of its students. With a student body of 1,500, Merritt's placement office places hundreds of students in jobs every year. In 1934-35 it made 1,322 placements; 1935-36, 1,663 placements; 1936-37, 2,619 placements; and 1937-38, 1,702 placements. These placements were made by instructors who had part of their time assigned for such work.

The Central Trade School offers preparatory training in sixteen fields for men, and five fields for women. Each instructor is responsible for placements in his field, spending part of one day every two weeks in the field. The following numbers of young people were placed: 1934-35, 374; 1935-36, 529; 1936-37, 697; 1937-38, 602.

Two other placement services are available to high school students and graduates. These are the vice-principal of each high school, who assists students to obtain part-time, Saturday, and summer jobs; and the Oakland branch of the State Employment Service, which sends its representatives to tour the high schools and take employment applications of all high school seniors who expect to seek employment upon graduation. During 1937 they placed 1,167 youth in the 16-20 year age range; in 1938 the figure was 761; and for the first four months of 1939 they placed 324 youths in this age range. For those over 20 years of age, the regular State Employment Service is available.

PLACEMENT SERVICES IN LONG BEACH

The school officials in Long Beach have taken the problems of guidance, counseling, and placement very seriously. During the past year, a committee of about thirty principals, counselors, and teachers of the city schools undertook the task of planning a vocational guidance and placement service to more adequately meet the needs of youth in the city. It is continuing its study during the present school year.

If plans were carried into effect, they now have a central bureau for guidance and placement with its own specialized personnel. This bureau will correlate the placement services in the several schools and segments of the city. Conferences have been held to work out the details of co-operative arrangements between the schools and the State Employment Service.

PLACEMENT SERVICES IN STOCKTON

The junior placement department of the State Employment Service acts in close harmony and full co-operation with the schools of the city. The high schools in 1938-39 had no placement service of their own, but they made all their records available for the Junior Service and a relationship of reciprocity existed. However, definite and far-reaching plans for improvement and enlargement of service were made for the present school year.

In brief outline, the following are measures that have been taken for vocational guidance and placement and plans for the present school year.

1. Administration of the Strong Vocational Interest tests for men and women¹ to seniors not intending to go on with further school. These were given with co-operation of NYA personnel in the school office.
2. An entire week set aside for high school seniors to visit representative industries of the community. Two visits were made each day and pupils were given opportunity to converse directly with foremen and managers, who tried to tell students what was wanted of new employees.
3. Four special broadcasts in which students participated in a round-table discussion of their vocational problems. Business men, union representatives, and school men assisted with the broadcasts.
4. Enlisting the co-operation of service organizations of the city. Beginning with the junior chamber of commerce, meetings have been held and plans made for the co-ordination of all community organizations into a centralized agency for youth placement and vocational guidance, thereby making the whole community conscious of the needs and responsible for solutions of the problems.
5. Excellent relations exist between labor organizations, industry, and the schools in apprenticeship training activities. All gradu-

¹"Strong Vocational Interest Blanks for Men and Women," Stanford University, California: Stanford University, January, 1937.

ates from vocational schools are taken immediately into their respective unions.

6. In matters of placement, the files of the Junior Division of the State Employment Service are available to the schools of the city, and, similarly, the records of the school are available to the Junior Service. Frequently, when either gets an order it can not take care of immediately, the order is passed on to the other service.

PLACEMENT SERVICES IN BERKELEY

An assistant superintendent of schools is in charge of the central placement work for the schools of Berkeley, his office serving as a clearinghouse for all placements made in the city.

A friendly relationship exists between the State Employment Office and the schools. Calls are made upon each other when either is unable to supply the workers needed for positions; but there is no particular support or definitely planned co-operation between the two.

Some teachers in the high schools have time assigned for placement and follow-up work. The service is largely limited to present or recent students of Berkeley public schools.

The school administrators of Berkeley feel that best contacts with employers are made by sending out teachers according to their fields of work.

A teacher of machine calculation and machine bookkeeping, for instance, is in a better position to make contacts with a given employer who wants this type of service than is a person who does not have more detailed knowledge of the particular skill involved.¹

Teachers who make placements are responsible for follow-up contacts with both the employer and the student for a year after placement. Follow-up contacts are made to see where the worker needs additional training or guidance and to evaluate the kind of training which the school has given in terms of the actual work on the job.

PLACEMENT SERVICES IN SAN FRANCISCO

The junior department of the State Employment Service in San Francisco, while not technically related to the public school placement offices, does act in very close co-operation with them. For example, it makes quarterly reports to the high school principals of the city on placements of former students, including the name of student, occupation, industry, wage, and any follow-up comments which seem valuable

¹ All information concerning Berkeley placement arrangements were obtained from a letter from Mr. A. B. Campbell, Assistant Superintendent of Schools, Berkeley, California, June, 1939.

and which it has been able to secure. They also make quarterly statistical reports on placements for high school principals and counselors, giving a break-down of placements by duration of job, sex, and occupation.

The junior department is set up as a separate unit with a staff consisting of a supervisor, four interviewers, and two clerks. An additional ten or twelve NYA youths work as clerks and perform clerical duties such as filing, typing, and the like. In 1938-39 the junior department received about 600 new applications a month, and at the time of graduation from high school in June and December the number of applications rose to 800 or 1000 for the month.

All applicants under 21 and those over 21 but under 25, without previous work experience, place applications with the Junior Department. An average of 225 placements were made each month for the eight months preceding June, 1939, and of these 65 per cent have been permanent jobs.

A man is constantly in the field to contact employers and to gather occupational information for use in counseling and to locate openings for work. A psychological examiner supervises the work of testing for intelligence, special aptitudes, and trade and vocational interests.

The Junior Placement staff either gives advice on training for and selection of an occupation or they refer applicants to other agencies better qualified to advise them in particular fields. About 10 per cent of all applicants are referred for counseling.

Records of the junior counseling service include the following items:

1. A complete history on each counseling case, records of all tests, personal history, detailed school records including transcripts, and in some cases, evaluation of individual by previous employer.
2. A detailed monthly statistical and narrative report to the NYA.
3. Individual record of stenographic and typing tests by schools.
4. Finger dexterity files.

Youths who came to the junior placement office without marketable skill or knowledge may be referred to the junior counseling service where their potentialities are analyzed, and where they may be given advice on training for and selection of an occupation. They may also be referred to the local office of the NYA, where they will be assigned to a work project for specific training or possible "exploring" training.

Other provisions for placement service by the Junior Placement Division may be briefly stated as follows:

1. Regular monthly follow-up arrangements by "open house" for places or written reports from them.

2. Reciprocal use of school and Junior Placement Service records by both for the welfare of youth.
3. Meetings of representatives of Junior Placement Service with high school seniors to explain services to be had by the seniors and how to make best use of the same.

In addition to the state employment services, each high school in San Francisco operates an independent placement office.

PLACEMENT SERVICES IN SAN DIEGO

The history of the development of placement service for the youth of San Diego is both interesting and instructive. In September, 1921, the San Diego Public Schools opened a junior employment bureau to give aid to students and graduates in finding employment, and to handle the issuing of work permits to those students under eighteen who were employed. From 1922 to 1932 this office operated in conjunction with the United States Department of Labor. Since 1932 the connection with the Labor Department was discontinued, but aid was given by the government through the facilities of the WPA. From two to four co-ordinators were supplied and with their aid, together with that of a full-time secretary, the director was able to build up the Junior Employment Bureau to an efficient organization.

In 1936 the rehabilitation of the physically handicapped was added to the Junior Employment Bureau, but in 1938 these functions were separated into two distinct departments. At this time the services of the Junior Employment Bureau were extended to the San Diego Junior College, the San Diego Vocational High School, and the adult schools in addition to the junior and senior high schools and continuation schools. Because of the enlarged service to older students, the title was changed to that of employment service. This service attempts to find part-time or temporary employment for students in school and full-time work for those who have been graduated.

There is informal co-operation with the State Employment Office and the San Diego State College. The State College receives no government aid directly for full-time workers. Some arrangement for the use of NYA workers four hours a day is contemplated.

An experiment was contemplated for the year 1939-40, and is probably now being operated. The plan is to use a counselor from one of the high schools in the employment service office for a semester. This counselor's place in school would be taken by a substitute teacher. Each semester a new counselor would be assigned to the employment service and the one having served the semester would go back to his school assignment.

The plan is justified because of its inexpensiveness and because it . . .

gives the counselor an opportunity for closer contact with the public. He will interview business men and receive their reactions to the schools and understand their requirement. He will also interview students from a different angle than a counselor and have an opportunity to see how well students are guided vocationally on the basis of actual needs. As he returns to his schools, he should not only be a better counselor himself, but he should be able to have an influence on the entire counseling system in his school.¹

The function of the office goes further than merely placing the student on a job. The primary objective is to place the right person in the right job, thus eliminating much of the economic waste of a rapid employee turnover, and the disappointment in the loss of a job by one who has been discharged for lack of ability or adaptability.

If the applicant is uncertain about the occupation at which he would like to earn his living, he is asked to take certain vocational interest or ability tests that might aid in the proper selection of an occupation. Where he is uncertain about the requirements, advantages, or disadvantages of certain occupations, his questions are answered by the co-ordinator and he is given occupational monographs to read that give the necessary information. Also, the names of business men are given that might give the applicant further information. He is then told to think over the matters discussed in the interview and to talk his problems over with his parents and friends and to return to the office later.

After a youth is placed, there is a follow-up on the employee to find how he is getting along on the job. When difficulties are found, attempts are made to straighten them out between the employer and employee. It is sometimes found that the schools are not teaching the skills or attitudes desired by business, and this information is relayed back to the schools.

CALIFORNIA STATE EMPLOYMENT SERVICE AND YOUTH

Information from the State Employment Service indicates that junior placement services, including guidance facilities, are installed as separate sections in Los Angeles, San Francisco, Sacramento, San Jose, and Chico.

On March 31, 1938, the latest date for which accurate data were available, the following numbers of young applicants were registered with these junior placement services: 15 years, and under, 66; 16 to

¹The quotation and all information concerning placement service in San Diego come from a letter from Walter G. Albrecht, Co-ordinator, San Diego City Schools. The letter was dated June 24, 1939.

17 years of age, 586; 18 to 19 years of age, 8,799; 20 years of age, 9,164; 21 to 24 years of age, 45,280.

The accompanying table reveals the following interesting facts:

1. The number of young men placed dropped for the 1938 period to approximately one-half the number of 1936.
2. The number of young women placed has steadily increased during these years.
3. The percentage that the young men placed were of the total men of all ages placed, has increased from 16.6 in 1936 to 21.07 in 1938.
4. The percentage that the young women placed were of the total number of women placed of all ages, has remained rather constant.
5. The total number of young adults placed has decreased from 80,757 in 1936 to 53,491 in 1938, a decrease of 33.7 per cent.
6. The decrease in numbers of young men placed has applied to all ages from 15 to 25, but that the ages 21 to 24, and 16 and 17 suffered the greatest loss.

The Number of Young Adults Placed Through the State Employment Service During 1936, 1937, and 1938

AGE OF APPLICANT	PLACEMENTS								
	1936			1937			1938		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
15 years, and under	174	123	297	165	113	278	154	108	262
16 and 17 years	1,601	1,202	2,803	1,257	1,197	2,454	849	934	1,783
18 and 19 years	9,418	4,627	14,045	7,304	5,092	12,396	5,106	5,062	10,158
20 years	6,750	2,340	9,090	5,073	2,627	7,700	4,020	3,187	7,207
21 to 24 years	44,265	10,257	54,522	29,703	10,738	40,441	22,095	11,966	34,061
Totals	62,208	18,549	80,757	43,502	19,767	63,269	32,224	21,267	53,491
Per cent of total placement of all ages	16.6	26.30	18.3	20.7	29.8	23.0	21.07	28.3	23.9

Several questions are raised by these data: What other agencies or means are finding jobs for the young men not placed through the State Service? Are the school placement offices taking up the work?

With so much to do for youth in assisting them to make occupational adjustment, schools may well investigate the possibilities of co-operation with State Employment Services and in encouraging

therein junior placement departments. Schools located in smaller communities should find some way to co-operate either with one another or with the state placement services in their counties in order to get an adequately trained staff of sufficient numbers to properly discharge the responsibilities associated with placement and follow-up work.

Summary of Statistical Data Concerning California Secondary Schools *

The following statistical summaries are derived from reports of secondary school principals submitted to the State Department of Education giving data as of October 13, 1939.

A. NUMBER OF SECONDARY SCHOOLS OF EACH TYPE

1. Separate junior high schools:		
a. With grades 7, 8 and 9.....	126	
b. With grades 7, 8, 9 and 10.....	15	
c. Total number of separate junior high schools.....		141
2. Separate four-year high schools.....		293
3. Four-year high schools housing also elementary grades 7 and 8 (NOT junior-senior high schools).....		49
4. Separate senior high schools (grades 10, 11, and 12).....		55
5. Six-year junior-senior high schools (grades 7-12).....		49
6. High schools administered with junior college:		
a. Junior college maintained by high school district—		
1) With grades 7-14.....	1	
2) With grades 9-14.....	14	
3) With grades 10-14.....	1	
4) With grades 11-14.....	1	
5) Total high schools with junior college maintained by high school district.....		17
b. District junior college with grades 9-14.....		2
c. Total high schools administered with junior college.....		19
7. Junior colleges administered with state college:		
a. Junior college maintained by high school district.....	2	
b. District junior college.....	1	
c. Total junior colleges with state college.....		3
8. Separate two-year junior colleges:		
a. Junior colleges maintained by high school district.....	4	
b. District junior colleges.....	12	
c. Total separate two-year junior colleges.....		16

* The tabulation of these data, and the audit of the reports from which they were derived, was the responsibility of Miss Leora Chase, under the direction of the Chief of the Division of Research and Statistics.

¹ Ten of these 126 were administered with elementary school and two had enrollment in grades 7 and 8 only.

² Of these, one had enrollment in grade 9 only, one had enrollment in grades 9 and 10 only, and five had enrollment in grades 9, 10, and 11 only.

³ Of these, one housed grade 8 only of elementary school and one had no enrollment in grade 12.

⁴ Of these, one had enrollment in grades 7-10, inclusive, and two had enrollment in grades 8-12, inclusive.

⁵ Fresno and San Diego.

⁶ San Jose.

⁷ Includes Stockton junior college, housed with College of the Pacific (private institution).

9. Separate four-year junior colleges (grades 11-14):		
a. In high school districts.....		1
b. In junior college districts.....		2
c. Total separate four-year junior colleges.....		3
10. Total number of junior colleges:		
a. Junior colleges maintained by high school districts.....	24	
b. District junior colleges.....	17	
c. Total junior colleges.....	41	
11. High school courses (grades 9 and 10) maintained by elementary school districts.....		4
12. Evening high schools (administered by separate principal):		
a. With graded classes.....	101	
b. Ungraded.....	7	
c. Total evening high schools.....		108
13. Graded evening high schools with evening junior college maintained by high school district.....		6
14. Graded evening junior college.....		1
15. Ungraded continuation day high schools (with only compulsory continuation classes for minors under 18 years of age, or with such classes and other special day classes, and administered by separate principal).....		6
16. Total number of secondary schools.....		713
17. Total number of secondary schools with special classes of secondary grade and total enrollment in such classes:		
a. Special classes of high school grade—	Number of	
1) Special day classes—	Schools	Enrollment
a) Compulsory continuation classes.....	62	4,826
b) Other special day classes.....	220	44,779
c) Totals, special day classes.....	244	49,605
2) Special evening classes (including evening schools)—		
a) Graded enrollment.....	107	53,227
b) Ungraded enrollment.....	265	87,473
c) Totals, special evening classes.....	265	140,700
3) Totals, special classes of high school grade (including evening schools)—		
a) Graded enrollment (in evening schools)....	107	53,227
b) Ungraded enrollment.....	444	137,078
c) Totals.....	456	190,305
b. Special classes of junior college grade—		
1) Special day classes.....	7	1,425
2) Special evening classes—		
a) Graded enrollment.....	7	3,646
b) Ungraded enrollment.....	17	8,450
c) Totals, special evening classes.....	17	12,096

3) Totals, special classes of junior college grade—			
a) Graded enrollment (in evening junior colleges).....	7	3,646	
b) Ungraded enrollment.....	17	9,875	
c) Totals.....	17		13,521
c. Totals, special classes of secondary grade—			
1) Special day classes.....	249		51,030
2) Special evening classes—			
a) Graded enrollment (in evening schools)....	108	56,873	
b) Ungraded classes.....	277	95,923	
c) Totals, special evening classes.....	265		152,796
3) Totals, special day and evening classes—			
a) Graded classes (in evening schools).....	108	56,873	
b) Ungraded classes.....	456	146,953	
c) Totals.....	457		203,826

B. NUMBER OF SECONDARY SCHOOL DISTRICTS OF EACH TYPE

1. Unified school districts:			
a. City unified school districts (governed by board of education)—			
1) With junior college—			
a) Nondistrict junior college.....	3		
b) District junior college.....	3		
c) Total city unified school districts with junior college.....		6	
2) Without junior college.....		12	
3) Total city unified school districts.....			18
b. Unified school districts (governed by board of trustees).....			20
c. Total unified school districts.....			38
2. High school districts:			
a. County.....		6	
b. Union.....		211	
c. Joint union.....		25	
d. City.....		22	
e. Total high school districts.....			264
3. Junior college districts:			
a. Coterminous with single high school district—			
1) City junior college districts.....		5	
2) Junior college districts governed by board of trustees of union high school district.....		3	
3) Total junior college districts coterminous with a single high school district.....			8
b. Embracing two or more high school districts—			
1) Governed by city board of education.....		1	
2) Governed by separate junior college board.....		5	
3) Total junior college districts embracing two or more high school districts.....			6

c. Total junior college districts—		
1) Governed by city board of education.....	6	
2) Governed by board of trustees of union high school district.....	3	
3) Governed by separate junior college board.....	5	
4) Total junior college districts.....		14
4. Total secondary school districts by type of governing board:		
a. Governed by city board of education.....	41	
b. Governed by board of trustees.....	267	
c. Total.....		308
5. Total secondary school districts maintaining junior colleges:		
a. Separate junior college districts.....	14	
b. Unified school districts embracing junior college districts.....	3	
c. Unified school districts maintaining nondistrict junior college.....	3	
d. High school districts maintaining junior colleges.....	21	
e. Total secondary school districts maintaining junior colleges.....		41
6. High school districts maintaining evening junior colleges.....		5
C. NUMBER OF SECONDARY SCHOOL DISTRICTS BY TYPES OF ADMINISTRATIVE ORGANIZATION OF GRADED DAY SECONDARY SCHOOLS*		
1. Number maintaining four-year high schools only.....	216	
2. Number maintaining four-year high schools and separate two-year junior college.....	14	
3. Number maintaining only four-year high schools and two-year junior college housed with a four-year high school.....	15	
4. Number maintaining separate three-year junior high schools and separate three-year senior high schools only.....	16	
5. Number maintaining separate three-year junior high schools, separate three-year senior high schools and separate two-year junior college.....	2	
6. Number maintaining four-year high schools housing elementary grades 7 and 8 (not junior-senior high schools).....	7	
7. Number maintaining six-year junior-senior high schools.....	15	
8. Number maintaining four-year junior high schools and two-year senior high schools housing also two-year junior college.....	1	
9. Number maintaining four-year junior high schools and four-year junior colleges.....	3	
10. Number maintaining six-year junior-senior high school housing two-year junior college.....	1	
11. Number maintaining three-year junior high schools and three-year senior high schools housing two-year junior college.....	1	

* High school district and junior college district with coterminous boundaries considered as single administrative units.

¹ Includes one junior college housed with a private college (Stockton).

12. Number maintaining separate two-year district junior colleges only.....	16
13. Miscellaneous types of combinations:	
a. Four-year junior high school only.....	21
b. Four-year high schools and separate junior high schools.....	3
c. Four-year, separate junior, and separate senior high schools.....	2
d. Four-year and junior-senior high schools.....	4
e. Separate junior and separate senior high schools, and four-year high school housing elementary grades 7 and 8.....	1
f. Four-year and separate junior high schools, and two-year junior college.....	31
g. Four-year, separate junior, and separate senior high schools and two-year junior college.....	1
h. Four-year, separate junior, separate senior, and junior-senior high schools.....	42
i. Four-year, separate junior, separate senior, and junior-senior high schools, and two-year junior college.....	32
j. Separate junior, separate senior, and junior-senior high schools, and two-year junior college.....	33
k. Four-year high school housing elementary grades 7 and 8, separate junior and separate senior high schools, and separate two-year junior college.....	1
D. NUMBER OF SECONDARY SCHOOL DISTRICTS MAINTAINING CERTAIN TYPES OF SCHOOLS AND CLASSES	
1. Number of unified and high school districts maintaining:	
a. Junior-senior high schools, or junior high schools and senior high schools or both.....	51
b. Junior high schools and four-year high schools.....	3
c. Evening high schools.....	66
d. Special evening classes of high school grade.....	121
e. Special day classes—	
1) Compulsory continuation classes.....	45
2) Other special day classes of high school grade.....	70
f. Special day or special evening classes of high school grade or evening high schools.....	184
g. Day junior colleges.....	24
h. Evening junior colleges.....	5
i. Special evening classes of junior college grade.....	8
j. Special day classes of junior college grade.....	2
k. Compulsory continuation schools—	
1) Graded.....	10
2) Ungraded.....	6
2. Number of separate junior college districts maintaining:	
a. Evening junior college.....	1
b. Special evening classes of junior college grade.....	7
c. Special day classes of junior college grade.....	4
3. Total number of secondary school districts maintaining junior colleges.....	41

¹ Los Angeles, Marin, San Bernardino, San Mateo, Santa Rosa, and Yuba County junior college districts.

² Pupils of grades 11 and 12 educated under contract in another high school district.

³ Includes one junior college housed with a state (teachers) college.

⁴ Oakland and Los Angeles city high school districts.

Distribution of Secondary Schools by Total Enrollment in Regular Day Classes, October 13, 1939

Enrollment range	Separate junior schools			Separate 4-year high schools			4-year high schools with elementary grades 7 and 8			Separate senior high schools			High schools with junior colleges						Separate junior colleges			High school classes maintained by elementary school district			Totals		
	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent	No.		Per cent
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.
25 or less	1	7	15	5.2	1	11.1	1	11.1	1	11.1	2	4.1															3.4
26-50	1	7	10	3.4	1	11.1	1	11.1	1	11.1	1	2.0															2.4
51-75	1	7	18	6.2	1	11.1	1	11.1	1	11.1	2	4.1															3.6
76-100	2	1.4	17	5.9																							3.1
101-125	2	1.4	17	5.9																							3.4
126-150	2	1.4	18	6.2																							3.0
151-175	2	1.4	15	5.2																							3.1
176-200			17	5.9																							3.2
201-225			19	6.4																							1.5
226-250			10	3.4																							2.0
251-300	5	3.5	19	6.6	1	11.1	1	11.1	3	5.5	1	2.0															3.0
301-350	3	2.1	16	5.5	1	11.1	1	11.1	1	1.8	5	10.2															3.7
351-400	3	2.1	13	4.4																							2.9
401-450	4	2.8	14	4.4																							1.7
451-500	13	9.2	12	3.8																							5.4
501-600	14	9.9	11	3.8																							5.1
601-700	16	11.3	9	3.1																							3.7
701-800	13	9.2	6	2.1																							3.4
801-900	16	11.3	5	1.7																							3.7
901-1,000	35	23.8	17	5.9																							13.4
1,001-1,500	19	13.5	11	3.8																							8.7
1,501-2,000	2	1.4	7	2.1																							3.7
2,001-2,500			6	2.1																							2.5
2,501-3,000			1	.3																							1.3
3,001-4,000			1	.3																							2.2
4,001-5,000																											1.3
5,001-6,000																											2.2
6,001-7,000																											1.2
Totals	141	99.7	7290	100.1	9	99.9	14-1142	239	250-3726	1751	49	99.7	17	100.0	2	100.0	7	100.1	15	100.0		4	100.0		7589	99.9	
Range	26-2333	876	7-3786	254							40-2336	564	554-4578	951	1203-2891	2001	137-2181	1084	669-6646	1189		3-12	89		3-6646	574	
Median																											

¹ Junior college maintained by San Diego city unified school district housed with San Diego State College.

² Junior college maintained by Fresno city high school district housed with Fresno State College.

³ Includes junior college maintained by Stockton city unified school district housed with College of the Pacific; and Ventura 4-year junior college embracing grades 11-14, inclusive.

⁴ San Jose district junior college housed with San Jose State College.

⁵ Compton 4-year junior college.

⁶ Includes Pasadena 4-year junior college.

⁷ Excluding three 4-year high schools maintaining only special classes for physically handicapped children.

⁸ Computations based upon ungrouped data.

**Total Graded Enrollment in Day and Evening Secondary Schools, Enrollment of Special Students in Graded Day
Classes of Secondary Schools, and Number of Secondary Schools of Each Type Reporting Enrollment in Each
Grade, by Grades and by Types of Secondary Schools, October 13, 1939**

Type of secondary school	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Specials		Grade 13		Grade 14		Specials		Totals	
	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment	No.	En- roll- ment
Separate junior high schools.	141	40,758	141	42,325	139	45,109	15	3,283					5	177							141	131,652
Separate 4-year high schools.																					1290	1146,816
4-year high schools with ele- mentary grades 7 and 8.	8	329	9	520	9	620	9	582	9	545	8	497	1	2							9	3,095
Separate senior high schools.																					55	96,747
6-year junior-senior high schools.	47	5,620	49	6,770	49	8,134	49	8,020	48	6,841	48	5,630	39	334							49	41,349
High schools with junior col- lege maintained by high school district.	1	117	1	108	15	4,061	16	3,939	17	3,934	17	3,678	5	31	17	2,931	17	1,627	13	266	17	20,692
High schools with district junior college.					2	575	2	555	2	501	2	412	1	11	2	1,259	2	609	2	172	2	4,094
Separate junior college main- tained by high school dis- trict.									1	340	1	330			7	3,987	7	2,167	5	599	7	7,423
Separate district junior col- lege.									2	2,421	2	2,135	1	6	15	15,951	15	9,781	13	1,506	15	31,800
High school classes main- tained by elementary school district.					4	18	4	14													4	32
Ungraded continuation day high schools.																						
Evening high schools. ¹	2	29	2	40	101	10,019	101	12,864	101	13,159	100	15,041									101	51,152
Evening high school and junior college maintained by high school district. ²					6	452	6	426	6	328	6	868	1	1	6	1,665	6	771	2	196	6	4,707
Evening junior college.															1	166	1	69	1	779	1	1,014
Totals.	199	40,853	202	49,763	615	105,764	546	106,178	529	95,893	522	86,336	310	5,285	48	25,959	48	15,024	36	3,518	1697	1,540,573

¹ Excluding three 4-year high schools, and enrollment therein, maintaining only special classes for physically handicapped children.

² Enrollment in grades 11 and 12 in approved four-year junior colleges embracing grades 11-14, inclusive.

³ Graded enrollment in approved graded evening high schools and junior colleges classified on the basis of grade status of individual students. All enrollment in such schools construed as enrollment in special classes for apportionment purposes.

Total Enrollment in Special Classes of Secondary Grade and Number of Secondary Schools Reporting Enrollment in Each Type of Special Class, by Types of Classes and by Types of Secondary Schools; and Total Number of Secondary Schools of Each Type and Total Enrollment in Each Type of Secondary School, October 13, 1939

Type of secondary school	Compulsory continuation classes		Other special day classes		Total in special day classes		Special evening classes		Total in special classes		Total in all classes	
	Num-ber	Enroll-ment	Num-ber	Enroll-ment	Num-ber	Enroll-ment	Num-ber	Enroll-ment	Num-ber	Enroll-ment	Num-ber	Enroll-ment
Separate junior high schools.....	6	243	79	14,747	82	14,990	19	2,285	87	17,275	141	148,927
Separate 4-year high schools.....	24	2,419	150	18,286	59	10,705	99	12,951	144	23,686	1293	170,502
4-year high schools with elementary grades 7 and 8.....						70		176	2	246	9	3,341
Separate senior high schools.....	9	168	38	12,317	42	12,485	12	4,108	47	16,683	55	113,430
6-year junior-senior high schools.....	9	451	24	3,334	27	4,385	14	2,476	34	6,861	49	48,210
High schools with junior college main-tained by high school district.....	(4)	(134)	(3)	(98)	(6)	(232)	(7)	(1,251)	(10)	(1,483)	(17)	(22,175)
High school classes.....	4	134	3	98	6	232	5	766	8	988	17	16,856
Junior college classes.....							3	405	3	495	17	5,319
High schools with district junior college.....							(2)	(2,423)	(2)	(2,423)	(2)	(6,517)
High school classes.....							1	784	1	784	2	2,838
Junior college classes.....							1	1,639	1	1,639	2	3,679
Separate junior college maintained by high school district.....			(2)	(270)	(2)	(270)	(1)	(40)	(2)	(310)	(7)	(7,733)
High school classes.....			1	220	1	220			1	220	1	890
Junior college classes.....			1	50	1	50		40		90	7	6,843
Separate district junior college.....	(1)	(37)	(3)	(227)	(4)	(264)	(8)	(5,799)	(8)	(6,063)	(15)	(37,863)
High school classes.....	1	37			37	37	1	51	1	51	2	4,650
Junior college classes.....			3	227	3	227	7	5,748	7	5,975	15	33,213
High school classes maintained by ele-mentary school district.....											4	32
Ungraded continuation day high schools.....	6	1,326	5	1,224	16	2,550			6	2,550	6	2,550
Evening high schools.....	3	48	16	3,795	16	3,843	108	62,139	108	65,982	108	117,134
Evening high school and junior college maintained by high school district.....			(2)	(468)	(2)	(468)	(5)	(2,051)	(5)	(2,517)	(6)	(7,224)
High school classes.....			2	88	2	88	5	1,627	5	1,715	6	3,790
Junior college classes.....			2	378	2	378	4	424	4	802	4	3,434
Evening junior college.....			1	770	1	770	1	104	1	874	1	1,888
Totals, high school classes.....	62	4,826	220	44,779	244	49,605	265	87,473	444	137,078	693	633,150
Totals, junior college classes.....			7	1,425	7	1,425	17	8,450	17	9,875	46	54,376
Totals, secondary classes.....	62	4,826	225	46,204	249	51,030*	277	95,923	456	146,953	713	1687,526

* Including three 4-year high schools, and enrollment therein, maintaining only special classes for physically handicapped children.

Radio Services of the United States Office of Education

An expanded program of radio services and continued experimentation in the field of radio education is announced by the United States Office of Education for 1940. Four years ago the Office of Education undertook to promote the use of radio as a means of education. From the first the development of this new instrument of instruction and enlightenment was carefully guided. The simple purpose of its use was to transmit information on all matters of public concern to the whole nation. Its more important use has been to make these presentations of factual material a force for national unity: the people must know but they must also feel the plight of the farmers in the dust bowl and of the cannery fishermen off the Alaskan coast. Vital national issues have been dramatized in such series as Americans All—Immigrants All and Democracy in Action directly sponsored by the Office of Education. Other educational broadcasts offered over the national networks as sustaining programs have been encouraged. Thus at the end of the first four years education through radio competes more directly with commercial and other kinds of entertainment and diversion for the interest of the public than does education through any other medium. The direction and extent of radio education has been systematically planned by the Office of Education by the institution of coast-to-coast broadcasts, the establishment of a Script Exchange, the recording of programs in a series for rebroadcast, the widening of broadcast areas, the publication of handbooks and booklets to supplement the use of scripts, and a persistent campaign of publicity on the availability and importance of radio materials.

COAST-TO-COAST BROADCASTS

The Office of Education sponsors three coast-to-coast broadcasts in co-operation with nation-wide broadcasting systems and with the assistance of well-known educators and educational institutions.

Science Program. The World is Yours radio series devoted to the "diffusion of knowledge among men" dramatizes for millions of listeners the results of research carried on at the Smithsonian Institution. The broadcast is heard every Sunday at 1.30 PST over the NBC Red Network. A new group of programs covering history, physics,

anthropology, general science and other fields of research are announced for the remainder of the year.

March 10	Conquest of Noise	May 12	Whistler—the Artist and the Man
March 17	Our Changing Wildlife	May 19	Wilkes—an American Who Discovered a Continent
March 24	American Pharmacy	May 26	The Story of Airships
March 31	Opening of the Far West	June 2	How Fossils Serve Mankind
April 7	American Inventors	June 9	Bats: Animals That Fly
April 14	Science in the Field	June 16	The Natives of Hawaii
April 21	Dinosaurs: Giants of the Past	June 23	Behring in the Far North
April 28	Story of Corn	June 30	The Smithsonian Today
May 5	One Hundred Years of Postage Stamps		

The People and Their Government. To promote the education of the people in the broad field of social problems, the Democracy in Action series dramatizes some of the work of the federal agencies in their relation to the people. These broadcasts are on the air each Sunday morning at 11 o'clock PST over the CBS Network.

From March 10 to June 2, the remainder of the current school year, a special group of thirteen programs focusing attention on the housing problem will be presented under the title "Roof over America." Research and documentation for this series began more than eight months ago with the help of all the housing agencies of the federal government. The following subjects will be offered on the indicated dates.

March 10	What Do You Mean "Home Sweet Home"? (Status of housing)
March 17	How We Got That Way (History of the housing problem)
March 24	What Price Bad Housing (Cost of slums)
March 31	Hurdles in Housing (Problem of financing)
April 7	Houses That Jerry Built (Defective planning)
April 14	Voices in the Wilderness (Pioneers for better housing)
April 21	Doing Something About It (Mobilizing education for better housing)
April 28	Streamlining the Home Industry (How planners and builders cooperate)
May 5	The House Next Door (Story of zoning)
May 12	Rooms With a View (Community planning)
May 19	Keeping the Factory Fires Burning (Better housing helps business)
May 26	Here's What We Mean "Home Sweet Home" (American standard of housing)
June 2	Uncle Sam on the Housing Frontier (Service of the government)

Women and the Work of the Nation. The Gallant American Women series produced with the assistance of the Women's Division of the National Broadcasting Company and twenty-two national women's organizations recounts the story of women who have made significant contributions to American progress. The half-hour programs are heard at 11 o'clock PST Tuesday morning over the NBC Network.

About twenty listening groups among high school and women's college students have been organized around this special series of broadcasts. Special weekly scripts are issued by the Office of Education and

the Columbia University Press to provide more detailed information about the heroines whose lives are dramatized. The following programs of this series will be heard during the remainder of the season.

March 5	On With the Dance	May 7	Women in Aviation
March 12	Women in Medicine	May 14	Singing Women
March 19	(Easter Holidays) Women of Fashion	May 21	Through Space and Time
March 26	The American Home	May 26	Wives of Great Americans
April 2	Women as Nurses	June 4	Women in Sports
April 9	Women in Business	June 11	(Flag Day) From Spin- ning Wheel to Factory
April 16	Women in Science	June 18	Librarians and Curators
April 23	Behind the Footlights	June 25	On the Air
April 30	(Child Health Day) Chil- dren First		

THE SCRIPT EXCHANGE

Presentation on the air as a live broadcast is only a "premiere" for the United States Office of Education programs. Hundreds of performances by schools, colleges, and civic groups over local stations follow. This is made possible by the Script Exchange in the Office of Education which lends scripts for local, noncommercial use and makes available recordings at low cost. The Federal Radio Education Committee, created by the Federal Communications Commission to promote improved broadcaster-educator relationships, sponsors this educational service.

The Script Exchange preserves outstanding scripts produced not only by the United States Office of Education but also by other Government agencies, as well as those of local educational groups. During the past four years, the Script Exchange has made available more than 250,000 copies of scripts to some twelve thousand groups in all parts of the country.

Previous radio series issued by United States Office of Education now circulating through the Script Exchange are the *World Is Yours* (Smithsonian Institution series); *Brave New World* (Pan American Series); *Let Freedom Ring* (the story of the Bill of Rights); *Americans All—Immigrants All* (contributions of racial groups to the nation); *Wings For the Martins* (parent education); and many others. Scripts of programs now on the air will eventually be placed in the Exchange.

ADDITIONAL SERVICES

The Federal Communications Commission has reserved bands of frequency to be assigned to broadcast stations of organized nonprofit educational agencies for the benefit of great numbers of people who make up the audience for educational radio. The United States Office

of Education is now assisting school systems and colleges in making applications for these frequencies and supplies advice on problems of equipment, personnel, and programming.

In fourteen communities in all parts of the country, Educational Radio Projects operate with the assistance of the United States Office of Education. These co-operative enterprises are responsible for local Schools of the Air, educational programs, and scripts which enrich school courses of study. Funds for this work come from WPA allocations made by President Roosevelt to the United States Office of Education to "demonstrate the use of radio in education."

Various aids in the form of bulletins and manuals have been issued by the United States Office of Education as a means of buttressing radio by supplementary reading materials.

A bulletin is issued each week to parallel the broadcasts in the World Is Yours series. These booklets contain popularly written scientific articles, charts, maps, and other illustrations, excerpts from the scripts, and suggestions for additional reading. They are offered through the Columbia University Press, New York, at 10 cents for each copy or \$2.00 for twenty-six issues.

A free handbook has been prepared for each program in the Democracy in Action series. A booklet "Roof Over America," has been issued to accompany the current programs.

To increase the educational value of the Gallant American Women series, the Office of Education will publish an extensive reading list on American Women. Mary R. Beard, coauthor of *The Rise of American Civilization*, and one of the founders of the World Center For Womens Archives, is compiling the list.

A manual is provided free with the various recordings available through the Script Exchange. A *Handbook for Listeners* giving additional facts on the contributions of many races and peoples is offered free with purchases of recordings of the Americans All—Immigrants All series.

A new catalogue listing more than 500 available scripts may be obtained by writing to the Script Exchange, United States Office of Education, Washington, D. C. The price is 10 cents a copy.

A free bulletin, *Ultra-high Frequency Educational Broadcasting Stations*, gives detailed information on the value, nature, and methods of operation of a school-owned broadcasting station.

Information concerning the foregoing publications may be obtained from the United States Office of Education except in those cases where another address is specifically designated.

DEPARTMENTAL COMMUNICATIONS

Office of Administrative Adviser

ALFRED E. LENTZ, Administrative Adviser

USE OF LIQUEFIED PETROLEUM GASES FOR PUBLIC SCHOOLS

The attention of governing boards and school districts is directed to the fact that the Liquefied Petroleum Gases Safety Orders of the Industrial Accident Commission are applicable to the transportation, storage, and use of liquefied petroleum gases by school districts.

Investigation has disclosed that almost without exception installations for the use of such gases have been made by school districts without regard for the safety orders mentioned above.

The California Department of Education has been requested to convey to governing boards of school districts and school administrators the information that unless such installations are made in accordance with such safety orders, it may be necessary to require expensive changes to make such installations safe.

Copies of the safety orders mentioned and other information concerning the installation of devices using liquefied petroleum gas may be obtained by addressing C. H. Fry, Chief, Bureau of Industrial Accident Prevention, Industrial Accident Commission, State Building, San Francisco.

Bureau of Adult Civic Education

VERNE S. LANDRETH, Chief

COURSE IN FORUM ORGANIZATION AND TECHNIQUE

The California State Department of Education with the co-operation of the presidents of the seven state colleges has arranged for a course in the organization and techniques of public forums.

Hubert Phillips, Professor of Political Science, Fresno State College, who has acted as leader at United States office of Education forums in Morgantown, West Virginia; Des Moines, Iowa; Seattle,

Washington; and Portland, Oregon, will conduct the classes which are scheduled for the following periods:

Humboldt State College, June 17 to June 22, 1940
Chico State College, June 24 to June 29, 1940
San Francisco State College, July 1 to July 6, 1940
San Jose State College, July 8 to July 13, 1940
Santa Barbara State College, July 15 to July 20, 1940
San Diego State College, July 22 to July 27, 1940
Fresno State College, July 29 to August 3, 1940

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

Appellate Court Decisions

Waiver of Notice of Dismissal by Probationary Employee of School District

Where a probationary employee of a district, upon being notified that his services will not be required after the close of the school year, asks that no notice to that effect be served upon him, he thereby waives the provisions of School Code section 5.681; and no notice of dismissal need be given him in the time and manner specified by the section.

The section was enacted solely for the benefit of probationary employees; and anyone may waive a law intended solely for his benefit, under section 3513 of the Civil Code.

Leonard v. Board of Education of the San Francisco Unified School District et al., 100 C.A.D. 271, ---, Pac. (2d) ----.

Right of Physician and Surgeon Licensed by State Board of Osteopathic Examiners to a Health and Development Credential

Under the initiative act relating to osteopathy (Deering Act 5727), a person licensed as a physician and surgeon by the State Board of Osteopathic Examiners is entitled to have issued to him a health and development credential by the State Board of Education, notwithstanding School Code section 5.190.

Jordt v. California State Board of Education et al., 99 C.A.D. 464, --- Pac. (2d) ----.

Attorney General's Opinions

Application of Tenure Law in Newly Formed Unified School District

Where an elementary district which had had an average daily attendance of more than 850 for more than five years was merged with a high school district with an average daily attendance which had always been less than 850, to form a unified school district as of July 1, 1940 (School Code section 2.2000 et seq.), School Code section 5.667, as amended in 1939 (effective May 15, 1939) is applicable. Upon the

unification of the elementary and high school district on July 1, 1939, those probationary teachers who had taught for three years in the elementary school district, the average daily attendance of which exceeded 850, and were elected for a fourth year, acquired permanent tenure, whereas those teachers who had taught as probationary teachers in the high school district, the average daily attendance of which was less than 850, are required to serve the regular three year probation period after the effective date of the unification unless the governing board of the district elects to classify them as permanent. Teachers who may have acquired tenure in either of the districts prior to unification retain their tenure. (A.G.O. NS2269, January 16, 1940.)

Application of Tenure Law in Unified School Districts

A.G.O. NS1845 supersedes A.G.O. NS1668, the latter opinion having been based solely on School Code section 2.2011 [2.2021 ?], whereas, as set forth in the first mentioned opinion, School Code section 5.667 is controlling over School Code section 2.2021. (A.G.O. NS2269, January 16, 1940.)

Classification of Employees Under the Tenure Law

School Code sections 5.500 and 5.501 establish certain essential conditions precedent to the acquisition of permanent tenure automatically. The teacher must be employed for the fourth year after teaching for three complete consecutive years in a district having an average daily attendance in excess [sic] of 850 pupils during each of said three complete consecutive years. The average daily attendance of a district can not be computed for the entire period of three years, but must be computed for each of the three successive years. (A.G.O. NS2299, January 26, 1940.)

Group Insurance for School District Officers, Employees, and Their Dependents

Under Chapter 250, Statutes 1939 (Deering Act 3725) the governing board of a school district may carry into effect a system or plan of group life, accident and/or health insurance for the benefit of the officers and employees of the district and their dependents; and the authority for payroll deductions contained in the statute extends to insurance covering dependents of officers or employees of the district.

The governing board of a school district may, in adopting such system or plan, consider the proposals of all companies authorized to transact such classes of insurance; and a group life policy may be taken with one company and a group accident and health or disability policy taken with another.

The governing board of a district may not lawfully pay any part of the cost of the premium for such insurance (citing cases). (A.G.O. NS2272, January 22, 1940.)

Insurance of School Property in Reciprocal or Interinsurance Exchanges

Under the decision of the California Supreme Court in *Miller v. Johnson*, 4 Cal. (2d) 265, a reciprocal or interinsurance exchange is, if authorized to transact such class of insurance in California, authorized to insure school property within California (citing A.G.O. 10687). The governing board of a school district is authorized and empowered to designate and appoint an attorney-in-fact as a necessary incident to membership in such reciprocal or interinsurance exchange. (A.G.O. NS2290, January 24, 1940.)

Liability of School District Property for Special Assessments

Section 1, Chapter (Article) XIII of the California Constitution does not control special assessments, and publicly owned property is subject to special assessments where the assessment statute in question so authorizes. Since the Irrigation District Act (Deering Act 3854) does not expressly authorize the levy of such assessments, property owned by a school district is not subject to such assessments, regardless of the purpose for which the property is being used (citing A.G.O. NS1125, July 30, 1938). (A.G.O. NS2251, January 11, 1940.)

Right of County Assessor to Percentage of Taxes Collected for School Purposes

Because of School Code section 4.150, as amended in 1939, the assessor of Mono County, notwithstanding the provisions of Political Code section 4290, is not entitled to any percentage of taxes collected for school purposes. (A.G.O. NS2183, December 30, 1939, and NS2183a, January 25, 1940.)

Right of High School District to Payment for Tuition of Pupils Not Residing in a High School District

A high school district which is not governed by an appointive board does not come within the provisions of School Code section 2.505, and no tax may be levied for such district under such section on an elementary school district not in any high school district; but, under School Code section 3.301, the high school district may require the County Superintendent of Schools to pay the tuition for pupils accepted by the high school district who live in an elementary school

district not in any high school district. (A.G.O. NS2281, January 23, 1940.)

**Temporary Transfer from County General Fund to School District
For Bond Interest and Redemption**

Political Code section 4054a does not authorize a county board of supervisors to make a temporary transfer from the general fund of the county to the interest and sinking fund of a school district to pay interest or principal on bonds pending the collection of taxes therefor. A school district is a separate corporate entity district from the county in which it is located and is therefore excepted from the operation of the section (citing A.G.O. NS1977). (A.G.O. NS2262, January 11, 1940.)

Use of State Unemployment Relief Funds for Public School Buildings

Under the Unemployment Relief Act of 1935, as amended by Chapter 949, Statutes 1939 (Deering Act 8780e), moneys appropriated for the relief of hardship and destitution due to and caused by unemployment may be expended in the manner provided therein for the construction, reconstruction, repair, and replacement of public school buildings; and a school district may co-operate with the State Relief Administrator, or the governmental agencies selected by him in the doing of such work. (A.G.O. NS2265, January 13, 1940.)

FOR YOUR INFORMATION

PROCLAMATION ON CONSERVATION WEEK

California Conservation Week, March 7 to 14, 1940, has been proclaimed by Governor Culbert L. Olson for state-wide observance to promote conservation education and a better understanding by our citizens of the importance and value of California's wealth of natural resources. The exact text of the proclamation follows:

To promote conservation education and encourage cooperation in conservation effort, the week of March 7 to 14, 1940, will be observed throughout the State as "Conservation Week."

The State Department of Education and the California Conservation Council along with Federal and civic organizations, have for five years past, conducted extensive educational programs acquainting school children and the general public with California's great wealth of natural resources.

March 7 is Luther Burbank's birthday, and it is fitting that Conservation Week be observed at this time in reverence to California's outstanding naturalist and conservationist.

Therefore, in view of these facts, I, Culbert L. Olson, Governor of California, do hereby proclaim the week of March 7 to 14, 1940, as "Conservation Week" in California, and urge widespread observance and participation by all citizens and groups.

CONSERVATION WEEK BROADCAST

During Conservation Week fifty-three radio stations in California will broadcast information on the conservation of soil, water, forest, recreation, and wildlife resources. These broadcasts will afford an opportunity for teachers to arrange for their pupils to hear these special round-table discussions, talks, and dialogues either in the school-room or at their homes. It is suggested that the subjects presented by such broadcasts be made the theme of the week, on which the pupils may prepare an outline essay. As a follow-up of these broadcasts and the themes prepared by the pupils, special conservation units of work might well be planned for the succeeding weeks. One of these pro-

grams will be a round-table discussion to be broadcast Monday evening, March 11, at 8:30 P.M. over Station KPO. Program participants will be Chairman Ray Lyman Wilbur, President of Leland Stanford University; Dean Walter Mulford of the Forestry School, University of California; Newton B. Drury, Save-the-Redwoods League and the California State Parks, and Regional Forester S. B. Show, United States Forest Service.

Local radio station managers will co-operate with the school authorities in advising them of the time when these special Conservation broadcasts will be on the air.

GRANT FOR JUNIOR COLLEGE STUDY

The American Association of Junior Colleges has received a grant of \$25,000 from the General Education Board, of New York City, to finance a series of exploratory studies in the general field of terminal education in the junior college. Immediate responsibility for the study will be vested in an executive committee consisting of Rosco C. Ingalls, Chairman, Doak S. Campbell, and Byron S. Hollinshead.

Approximately five hundred accredited junior colleges are now found in the United States besides another hundred which are not yet thus recognized. About two-thirds of the 175,000 students enrolled in these institutions do not continue their formal education after leaving the junior college. The new study will be concerned particularly with courses and curriculums of a semiprofessional and cultural character designed to give this increasing body of young people greater economic competence and civic responsibility. There is increasing evidence that existing four-year colleges and universities are not organized adequately to meet the needs of a large part of this significant group.

The new study will be sponsored by a nation-wide representative committee consisting of Doak S. Campbell, Dean of the Graduate School, Peabody College, Nashville, Tennessee, *Chairman*; George F. Zook, President, American Council on Education, Washington, D. C.; J. C. Wright, Assistant United States Commissioner of Education for Vocational Education, Washington, D. C.; Leonard V. Koos, Professor of Secondary Education, University of Chicago, Illinois; Aubrey A. Douglass, Assistant Superintendent of Public Instruction, and, Chief, Division of Secondary Education, State Department of Education, Sacramento, California; Guy M. Winslow, President, Lasell Junior College, Auburndale, Massachusetts, representing New England Junior College Council; Byron S. Hollinshead, President, Scranton-Keystone Junior College, La Plume, Pennsylvania, representing Junior College Council of the Middle States; Leland L. Medsker, Department of Occupational Research, Chicago Junior Colleges, representing North Cen-

tral Junior College Association; J. E. Burk, President, Ward-Belmont Junior College, Nashville, Tennessee, representing Junior College Division of the Southern Association; David L. Soltau, President, Lower Columbia Junior College, Longview, Washington, representing Northwest Association of Junior Colleges; and Roscoe C. Ingalls, Director, Los Angeles City College, California, representing California Junior College Federation.

CONSUMER EDUCATION CONFERENCE

The second annual National Consumer Education Conference will be held April 1, 2, and 3, 1940, at Stephens College, Columbia, Missouri. The program, although still tentative, will include representatives and speakers of national prominence from the fields of education, government, and business and will be sponsored by the Institute for Consumer Education at Stephens College.

The central theme of the three-day meeting will be "Making Consumer Education Effective." Among the subjects to be discussed will be such topics as the effects of the European war on American consumers; the problems of guarding against propaganda; the relation of consumers with business; the extent of government services in the consumers' interests; what to include in and how to teach consumer problems to the various levels of elementary school, junior and senior high school, college, and adult groups.

Next Steps in Consumer Education, an account of the proceedings of the first National Conference published by the Institute for Consumer Education, has been included among the fifty typographically best books of the year. Edited by Helen Dallas, the book was designed and printed by Ward Ritchie, of the Ward Ritchie Press, Los Angeles.

HIGH SCHOOL POETRY ANTHOLOGY

Manuscripts of poems intended for inclusion in the Third Annual Anthology of California High School Poetry should be submitted by March 25. Each high school pupil may submit as many poems as he wishes.

Details of the contest may be obtained from Dennis Hartman, Secretary, National High School Poetry Association, Garfield Building, Los Angeles.

NATURE EXPEDITION TO DEATH VALLEY

An expedition to Death Valley during the spring vacation, March 17-23, 1940, to study the strange natural phenomena of the region is announced by the West Coast School of Nature. The trip is the first

of a series to be held by the school. These expeditions are endorsed by the California State Department of Education and sponsored by San Jose State College, under the direction of whose department of science they are arranged. The chief object of these outdoor sessions is to recognize and meet the needs of teachers in the elementary schools who must prepare themselves for the "nature in the classroom" type of teaching. College credit is granted for participation in the program. Information concerning the program to be offered and the living accommodations available may be obtained from P. Victor Peterson, San Jose State College, San Jose, California.

HARVARD AWARDS TO HIGH SCHOOL STUDENTS

Harvard College will offer this year at least twenty-one National Scholarships with maximum stipends of \$1,000 each to entering freshmen from schools in seventeen states in the Middle West, South, and Far West.

The National Scholarships are prizes to be competed for by all students whatever their financial circumstances. Stipends are adjusted individually, from a prize of \$100 to a maximum of \$1,000 for those whose families can not pay anything for their college education. Students having honor records in their freshman year will have their scholarships continued for their three upper-class years. Awards are made on the basis of school records, scholarship examinations, and character references.

Applications must be filed at Harvard by March 15, and the winners will be announced in June.

California students have been awarded eight National Scholarships in the six years the plan has been in effect.

COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines offers to a California student a four-year scholarship, the annual value of which is approximately \$300 in tuition and fees. Application for this scholarship, which should be forwarded to the Superintendent of Public Instruction, may be made by any person who is a recent high school graduate or who has had several years of college work and who has scholastic standing in the upper tenth of his high school, preparatory, or college classes.

The applicant must be a new student or a student not in attendance at the Colorado School of Mines at the time of application. He must be a bona fide resident of California.

School administrators are requested to recommend to the Superintendent of Public Instruction, not later than June 15, 1940, any student

who may be interested in and eligible for this award, submitting a transcript of the applicant's high school or college record, and as many letters of recommendation as they may wish to send.

Information concerning entrance requirements may be obtained by writing to Jesse R. Morgan, Dean, Colorado School of Mines, Golden, Colorado.

BOYS AND GIRLS WEEK

Boys and Girls Week will be observed during the week of April 27 to May 4. The purpose of Boys and Girls Week is to focus attention of the community upon boys and girls—upon their problems, activities, and training and to enlist the cooperation of all agencies and individuals in a year-round program for the development and preservation of character in the coming generation.

The *Advance Herald*, and the *Manual of Suggestions*, which contain detailed information on the promotion of the program, may be obtained from John L. Griffith, Chairman, National Boys and Girls Week Committee, Room 950, 35 E. Wacker Drive, Chicago.

PAN AMERICAN DAY, APRIL 14, 1940

Observance of Pan American Day, April 14, 1940, will take note of the fiftieth anniversary of the founding of the Pan American Union in 1890.

To assist groups in preparing to observe Pan American Day, free materials are offered by the Pan American Union. These include historical sketches, sets of questions on the history and geography of the Americas as well as suitable plays and pageants. Requests for these materials should be sent to the Pan American Union, Washington, D. C.

UNIVERSITY ANNOUNCES LINCOLN ESSAY CONTEST

Lincoln Memorial University at Harrogate, Tennessee, is offering as a feature of its fiftieth anniversary celebration two prize scholarships to the high school seniors in the United States who write the best one-thousand-word essays on the subject of "A Student Looks at Abe Lincoln in Illinois."

In this contest, which ends midnight May 15, 1940, the first prize winner will receive a four-year scholarship covering room, board, and tuition; the second will receive a four-year scholarship covering only one-half of these expenses. In case of a tie for either first or second prize, or both, duplicate scholarships will be awarded. Winners will be announced on Commencement Day, June 3, 1940.

CALENDAR OF EDUCATIONAL MEETINGS

During 1939-40 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1939-40.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
March 16	Regional meeting of the agricultural teachers of the Sacramento Valley	Chico High School
March 15-17	California Association for Health, Physical Education, and Recreation, Annual Conference	Long Beach
March 17-20	California Elementary School Principals' Conference	Santa Barbara
March 18-19	Business Education, Annual Conference	Los Angeles Biltmore Hotel
March 18-20	Association of California Secondary School Principals, Annual Conference	Long Beach
March 30-April 5	Music Educators National Conference	Los Angeles
April 4-6	Pacific Arts Association Convention	Pasadena
April 12, 13	Annual Meeting, California Educational Research Association, Northern Section	Chico State College
April 20	California Elementary School Principals' Association, Central Coast Section	San Luis Obispo
April 27	California Elementary School Principals' Association, Southern Section	Burbank
April 27	Spring Conference, Northern California Guidance Association	Homes and Gardens Building, Treasure Island
May 3, 4	Eighteenth Annual Round Table Conference	San Diego State College
May 2-3	State Convention of California Association of Future Farmers	San Luis Obispo
May 4	California Elementary School Principals' Association, North Coast Section	Garberville
June 24-29	Annual Conference of the California Agricultural Teachers Association	San Luis Obispo

EDUCATIONAL BROADCASTS

Future Farmers of America Broadcasts

The radio programs planned during the school year by the Future Farmers of America will be broadcast over NBC Blue Network at 1:30 p.m. The dates and topics of the broadcasts are announced as follows:

March 7	The Future Farmer Marketing Day and The Production Credit Speakers' Meeting
April 5	Establishing Young Dairymen
May 2	The State F.F.A. Convention
June 6	The Agriculture Summer School and Conference

Broadcasts Sponsored by the California State Department of Education

Tuesday: 9 p.m.—Adventures on the High Seas KRE
 Wednesday: 8 p.m.—Golden Days KRE
 Wednesday: 10 p.m.—Pageant of Youth KLX
 Thursday: 10 p.m.—With Reason and Rhyme CBS
 Friday: 8 p.m.—Adventures in Science KLX
 Saturday: 3:45 p.m.—Education Today NBC Blue

Alameda School of the Air

Monday: 1:30 p.m.—My Travels KLX
 Tuesday: 1:30 p.m.—United States History Program KLX
 Wednesday: 1:30 p.m.—California History Program KLX
 Thursday: 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX
 1:30 p.m.—Industrial Geography KLX
 Friday: 1:30 p.m.—The Workshop KLX

Broadcasts Sponsored by the United States Office of Education

Tuesday: 11 a.m.—Gallant American Women NBC Blue ¹
 Saturday: 1:30 p.m.—What Price America CBS ¹
 Sunday: 11 a.m.—Democracy in Action CBS
 Sunday: 1:30 p.m.—The World Is Yours NBC Red ¹

Broadcasts Sponsored by the California Congress of Parents and Teachers

Friday: 1:00 p.m.—Family Life Series MBS ¹

Selected Educational and Entertainment Broadcasts

Sunday

8:30—Music and American Youth NBC Red
 9:30—American Wildlife MBC
 10:00—Ted Malone's Pilgrimage in Poetry NBC Blue
 10:30—On Your Job NBC Red
 11:30—Chicago U Roundtable NBC Red
 1:30—Adventures in Science CBS
 1:30—Pursuit of Happiness CBS
 5:00—American Forum of the Air MBC
 6:00—A Bookman's Notebook NBC Blue
 6:00—Sunday Evening Hour CBS
 6:15—Life Long Planning NBC Blue
 7:30—Orson Welles Dramatic Program CBS
 9:45—University Explorer NBC Blue

Monday

9:30—Farm and Home Hour NBC Red
 11:00—Adventures in Reading NBC Blue
 12:30—Agricultural Program NBC Red
 1:30—Curtis Institute of Music CBS
 2:30—American School of the Air—Frontiers of Democracy CBS

¹ NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX; MBC—KFRC, KHJ.

Tuesday

- 9:30—Farm and Home Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:15—Of Men and Books CBS
- 2:30—American School of the Air—Folk Music of America CBS
- 6:00—Cavalcade of America NBC Red and Blue Networks
- 6:30—Meet Edward Weeks NBC Blue

Wednesday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Music for Young Listeners NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—New Horizons CBS
- 6:30—Hollywood Playhouse NBC Blue

Thursday

- 9:30—Farm and Home Hour NBC Red
- 11:00—Standard School Broadcast NBC Blue
- 11:00—Ideas That Came True NBC Blue
- 12:30—Agricultural Program NBC Red
- 2:30—American School of the Air—Tales from Far and Near CBS
- 6:00—Rochester Philharmonic Orchestra NBC Blue
- 6:30—Town Meeting of the Air NBC Red
- 7:00—Columbia Workshop
- 7:30—Americans at Work CBS
- 8:30—Standard Symphony Hour NBC Red

Friday

- 9:30—Farm and Home Hour NBC Red
- 11:00—NBC Music Appreciation Hour NBC Blue
- 12:30—Agricultural Program NBC Red
- 1:30—Men Behind the Stars CBS
- 2:30—American School of the Air—This Living World CBS
- 3:00—Torch of Progress NBC Red
- 7:45—Human Nature in Action NBC Red

Saturday

- 9:00—Milestones in Music NBC Red
- 9:00—American Education Forum NBC Blue
- 9:30—Farm and Home Hour NBC Red
- 10:00—What Price America CBS
- 11:00—Metropolitan Opera NBC Blue
- 2:00—Human Adventure CBS
- 3:30—What's Art to Me CBS
- 3:30—Way to Lasting Peace CBS
- 4:00—People's Platform CBS
- 4:30—Art for Your Sake NBC Red
- 7:00—NBC Symphony Orchestra NBC Blue

WINNER OF D.A.R. GOOD CITIZENSHIP CONTEST

The names of the six girls who ranked highest in the Good Citizenship Pilgrimage Contest sponsored by the Daughters of the American Revolution have been announced as follows:

Iola Whitlock, Shasta Union High School, Redding
Peggy Booth, Modesto Union High School, Modesto
Audrey Kott, Phineas Banning High School, Wilmington
Marie A. Morholt, Berkeley High School, Berkeley
Ruth Scherfee, Los Angeles High School, Los Angeles
Barbara Jean Thompson, South Pasadena Senior High School, South Pasadena.

The contest is held annually by the California Society of the Daughters of the American Revolution to select a delegate to the National Pilgrimage in Washington, D. C.

The California State Department of Education through the Division of Textbooks and Publications cooperates in the contest by preparing and scoring the tests, and evaluating the activity records of the contestants.

AMERICAN PEACE LEAGUE ESSAY CONTEST

A reward of merit of fifty dollars has been offered by the American Peace League to the high school or elementary school pupil who writes the best essay on the topic, "Why America Should Keep Out of All Foreign Wars." According to the requirements announced for the contest, the essay must be one thousand words in length, be entirely the composition of the pupil, and be postmarked not later than June 1, 1940. Where sufficient interest is shown, state and grade awards may be made. Further information concerning the contest may be obtained from G. E. Morgan, Room 814, 20 E. Jackson Boulevard, Chicago.

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